

## **Whole Class Shared Reading**

### ***What is Shared Reading?*** Taken from Highland Literacy Shared Reading

*Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by an 'expert'. The text is read with fluency and expression and the reader models how we read, the process and the strategies we use. The text should be big enough for everyone to read rather than everyone having their own books...this keeps them focused on what you what to teach!*

*Some of the benefits of Shared Reading:*

- *Children can access texts that they might not be able to read independently*
- *All feel successful as they read as part of a group and 'feel' like readers*
- *Helps children see the connection between print and oral language, background knowledge and new information*
- *Focuses on and helps develop concepts about print and phonemic connections*
- *Helps in teaching frequently used vocabulary*
- *Helps develop a sense of story and increases comprehension*

Text for use on the interactive white boards can be found in a number of sources on line.

<http://www.bbc.co.uk/newsround>

<http://www.english-for-students.com/Short-Stories.html>

## Shared Reading

Focus Lesson	Date			
Punctuation				
Full stop				
Question marks				
Exclamation marks				
Speech marks				
Commas				
Inverted Commas				
Ellipses				
Italics				
Text structures				
Paragraphs: when time, topic or speaker changes				
Sentence structure				
Text styles				
Parts of speech				
Nouns + Proper nouns				
Verbs				
Adjectives + Proper adjectives				
Adverbs				
Conjunctions				
Prepositions				
Spellings				
Contractions				
Synonyms				
Antonyms				
Homonyms				
Homophones				
Suffixes				
Prefixes				
Roots				
syllables				
Rhymes				
Figures of Speech				
Metaphor				
Simile				
Pun				
Personification				
Cliché / saying				
Onomatopoeia				
Hyperbole				
Alliteration				
Comprehension Strategies				
Visualisation				
Making connections				
Monitoring				
Predicting				
Questioning				
Summarising				
Any relevant cross curricular discussions				

## Whole Class Shared Reading

## - Early Level

[Shared Reading Jill Eggleton](#)

**Read the same picture book every day for a week.** Use a big book or picture book that all the children can look at.

### Day One Comprehension

Read to the children with expression and build up atmosphere and anticipation and make the story come alive. Ask children to predict what may happen on the next page or why someone looks sad/scared/excited.

### Day Two Comprehension

Read again to the children with expression and atmosphere and encourage the children to connect elements of the story to their own experiences.

### Day Three Vocabulary

Read to the children but this time stop and discuss unusual or difficult words. Explain the meanings and give them alternative words.

During the reading encourage children to join in with any chunks of repetition or rhymes.

Everyone should read together at the same time, working on fluency and expression

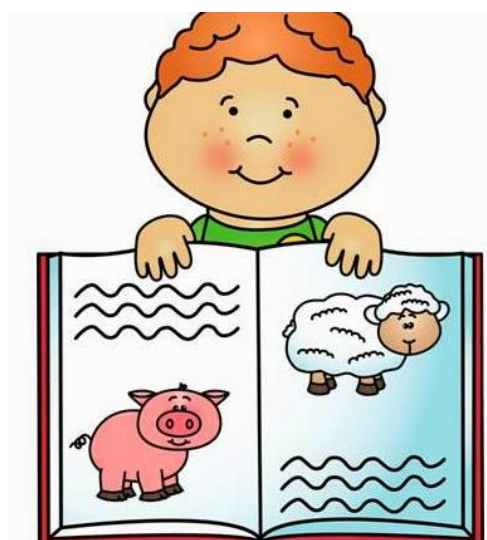
### Day Four Phonic knowledge and phonemic awareness

Read the story again to the children. Choose several words of different syllable lengths. Ask the children to clap them out. Choose three words of different syllables. Say, clap and count the syllables in each. Then clap out the syllables without saying the word and ask the children to work out which word you are clapping out.

Choose some more words and ask the children to help you think of rhymes (real and made up) for them. This can be really funny.

### Day Five Sequencing and summarising

Have pupils dramatizing the story to retell it in a creative way. You could print out pictures from the story for the pupils to sequence. (You can get a lot of story sequencing cards from [Sparklebox](#))



[Shared Reading Jill Eggleton](#)

**Read the same picture book every day for a week.** Use a big book or picture book that all the children can look at.

### **Day One          Comprehension**

Read to the children with expression and build up atmosphere and anticipation and make the story come alive. Ask children to predict what may happen on the next page or why someone looks sad/scared/excited.

You could cover over some words in the text using blutac and card and ask the children to predict what word the word is that you are hiding. This could lead to an understanding of synonyms

### **Day Two          Vocabulary**

Read to the children but this time stop and discuss unusual or difficult words. Explain the meanings and give them alternative words.

During the reading encourage children to join in with any chunks of repetition or rhymes.

### **Day Three          Punctuation and Fluency**

Choose punctuation marks to discuss and show how the punctuation gives us instructions about our reading. (Like traffic signs give us instructions about our driving or walking) You could stick pit of cardboard over the punctuation marks with blutac and ask the children to predict what punctuation marks are under the card.

Everyone should read together at the same time, working on fluency and expression

### **Day Four          Phonic knowledge and phonemic awareness**

Everyone read it together to begin with.

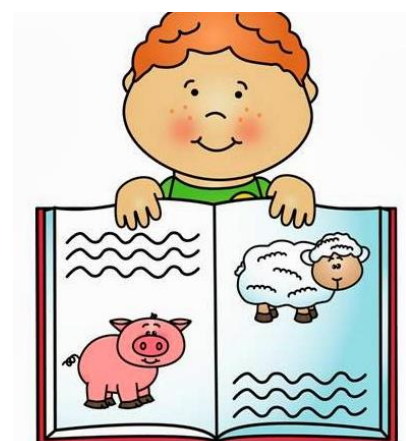
Choose some element of phonic knowledge or phonemic awareness such as letter sounds, phonic patterns, rhymes etc.

In pairs the pupils could read to each other and focus on a phonic hunt etc.

### **Day Five          Sequencing and summarising**

Have pupils dramatizing the story to retell it in a creative way. You could print out pictures from the story for the pupils to sequence. (You can get a lot of story sequencing cards from [Sparklebox](#))

You could introduce simple mind maps and graphic organisers



## **What can a shared reading lesson look like?**

## **- First/Second Level**

- ✓ Welcome the children to their shared reading lesson and ask them about other stories or books you have read together and what they thought about them.
- ✓ Introduce the new text. Ask the children to remind you of the things to look for in the 'getting to know your new book' stage. (Title, Author, Illustrator, predict what it might be about from the title and the pictures)
- ✓ Discuss any similar experiences or knowledge the children might already have on that topic.
- ✓ Now it's time to read the story. Read it all the way through without any teaching or expanding of the story. Make sure you read it with expression and appropriate intonation.
- ✓ Then read it a second time, pointing to the words, and inviting the children to read along with you. You may have highlighted important vocabulary in advance and as you get to the end of a sentence containing highlighted vocabulary, you stop to explain and discuss the new vocabulary.
- ✓ Congratulate the children on their good listening skills and for taking part.
  
- ✓ Next focus on some aspect of language or print. Tell the pupils what your focus for the day is. (This could be on another day)
- ✓ If for example, your focus is punctuation, cover with pieces of paper and blutac, several punctuation marks or substitute text on the white board with a square.
- ✓ Go over the main punctuation marks, showing them what they look like and what their purpose is.
- ✓ As you read the story, stop at the covered punctuation marks. Ask the children to say what they think is under the pieces of paper. Let the children take turns in removing the paper and see if their predictions are correct. Talk about how you know why that punctuation mark has been used. You could provide the pupils with a print out of the text with punctuation missing, and in pairs they should discuss what marks have been missed out.
- ✓ Congratulate the children on their good listening skills and for taking part.
- ✓ Next focus on another aspect of language of print using the same text. (This could be on another day)

Working with the same text over a number of days can be useful for building up confidence, fluency and vocabulary.

## Shared Reading

### Reading text for understanding

2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup> Levels

Look first at the Title, captions and pictures. What do they tell you? What do you already know about that topic? Discuss with your partner.



Know what your target information is. Basic Ordering Ideas (BOI) e.g. who?, where?, characters?, problems?

The teacher might tell you this, or you could look at the comprehension questions to find out what type of information is required.



As you read using paired reading – one person read and the other follow and highlight word they think may be important to the BOI. Colour code if possible – each POI having a different colour.



Take post-it notes and on each post-it, write one of the highlighted words or phrases and the information it gives you relating to your POI.



Place the post-it notes on flow charts showing your BOI. Discuss this as you are doing it.



Now read the questions. As you read, can you remember any of the answers? Highlight the question in one colour and the answer information on the post-it or graphic organiser in the same colour. Take a different colour for each question.

# Reading text for understanding



Work in pairs: pupil and supporter



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Place the post-it notes on flow charts showing your BOI. Discuss this as you are doing it.



Using you flow charts to create a mind map. This can be used for revision purposes before an exam. Revise flow chart over at least three days.



If this is part of a comprehension lesson, read the questions. As you read, can you remember any of the answers? Highlight the question in one colour and the answer information on the post-it or graphic organiser in the same colour. Take a different colour for each question.

